NEW SLATE Technology Partnership Grants

New Expectations Will

Stimulate Learning through Applying Technology to Enhance achievement

Competitive Technology Grants Providing Professional Development for High Need School Districts

Funded through the ESEA Title II, Part D-Enhancing Education Through Technology

July 27, 2009- September 30, 2011

Request for Proposals (RFP)

Denise Juneau, Superintendent

Montana Office of Public Instruction

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www.opi.mt.gov

N<small>ew</small> E<small>xpectations</small> W<small>ill</small> S<small>timulate</small> L<small>earning through</small> A<small>pplying</small> T<small>echnology to</small> E<small>nhance achievement</small>

Abstract

The goals of the NEWSLATE Grant funds are to improve student academic achievement through the effective use of technology, to improve technology literacy of teachers and students, and to improve the capacity of teachers to effectively and efficiently integrate technology into their curriculum and instruction. This proposal process will serve to create strong regional technology partnerships between local Montana school districts, mentor partners, and a Montana Regional Education Service provider in order to provide quality professional development opportunities to high need schools across Montana. These partnerships will form the basis of a strong relationship to provide professional development and support that will strengthen the intellectual and practical knowledge base, increase networking, and increase the impact of grant funds across Montana.

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NEW SLATE Technology Partnership Grants

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Competitive Grants SY 2009-10 through SY 2010-11

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Funded by:
American Recovery and Reinvestment Act (ARRA) through the Enhancing Education Through Technology (Ed Tech) Title II, Part D of the Elementary and Secondary Education Act as Amended by the No Child Left Behind (NCLB) Act of 2001

Timeline	
September 1, 2009	Phase I Application posted on the Office of Public Instruction (OPI) Web site and announcements sent to all Local Education Agencies (LEAs)
November 20, 2009	Applications for Phase I postmarked by this date or received by the OPI by 5:00 p.m. (Phase I Application review process begins upon receipt of applications). Applications should be sent by certified mail.
November 30, 2009	Phase I Application review process continues
October 21, 2009	Phase II Application posted on the OPI Web site and announcements sent to successful Phase I applicants.
December 29, 2009	Applications for Phase II postmarked by this date or received by the OPI by 5:00 p.m. Applications should be sent by certified mail.
January 15, 2010	Phase II Grant Awards announced
January 2010 Date to be determined	Application Review Process / Mandatory Project Director and Partner Meeting OPI 9:00 a.m. - 4:00 p.m.
March 1, 2010	Year One quarterly evaluation reports due
July 1, 2010	Year One quarterly evaluation reports due Begin Year Two Budget and Project Year
September 30, 2010	Last date to obligate funds (year one funds)
November 10, 2010	Final Fiscal Report Due (year one)
	Year two – timeline to be released

General Application Information

Who do we contact at the Office of Public Instruction for assistance?

Dr. Jeff Crews   or   Lorraine Burns, Administrative Assistant
Telephone: (406) 360-6340   Telephone: (406) 444-1852
E-mail: jeff@spatialsci.com   Fax: (406) 444-1373
                                             E-mail: loburns@mt.gov

Applications, postmarked no later than December 29, 2009 should be sent by certified mail. Applicants are encouraged to submit their proposals earlier if possible.

Return the original application and four (4) copies to:

Michael Hall
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

ESEA Title II, Part D - Ed Tech – Program Goals

1) To improve student academic achievement through the effective use of technology in teaching and learning,
2) To improve the technology literacy of teachers and students, and
3) To improve the capacity of teachers to effectively and efficiently integrate technology into their curriculum and instruction.

NEW SLATE Grant Objective Outcomes

1) Ninety percent of teachers in each participating district will be proficient, as measured by a score of 90 percent or better, on the SimpleAssessment POST-ASSESSMENT: Student Technology Proficiency (NETS-S 2007) for Windows.
2) Ninety percent of 8th grade students in each participating district will be proficient, as measured by a score of 90 percent or better, on the SimpleAssessment POST-ASSESSMENT: Student Technology Proficiency (NETS-S 1998) for Windows.
3) Technology use/integration will move from low-level, teacher driven technology use to a level of use that transforms the teaching and learning environment as measured by the Observation Protocol for Technology Integration in the Classroom (OPTIC) and Taking a Good Look At Instructional Technology (TAGLIT) instruments.
4) Student technology use will move from low-level, teacher driven technology use to a level of use that transforms the learning environment as measured by the OPTIC instrument.
5) Ninety percent of Montana teachers will be proficient on Montana Content Standards for Technology and Information Literacy/Library Media, as measured by a score of 90 percent or better, on the Montana Content Standards Proficiency Assessment.
6) Montana students will be proficient on Montana Content Standards for Technology and Information Literacy/Library Media as measured by the grade level Essential Learning Expectations (ELE) and the ELE rubrics as assessed by their classroom teacher.

NEW SLATE Grant Description

The NEW SLATE grant process will focus on the development of key regional partnerships between a host LEA, additional high need LEA's, a Regional Service Agency (RSA), and the OPI. These partnerships will serve to meet the objectives of the NEW SLATE Grant funds.

Participating LEA's will be required to assess (pre/post each year) the technology literacy of their teachers and their students utilizing at least two tools: SimpleAssessment and the 2009 Revised TAGLIT. Information gleaned from the technology literacy assessments will be used to structure professional development opportunities for participating LEA's.

An LEA will serve as the host for the NEW SLATE grant in their region. The LEA will work in conjunction with the Regional Service Agency (RSA) for their region who will direct the grant on behalf of the LEA. The RSA for each region (see map below for region boundaries) will work in conjunction with the host LEA and will direct the grant on behalf of the lead LEA. Each RSA is responsible for providing quality professional development and other grant services to participating districts across their region.

As appropriate, other districts in the region that are not identified as high need may purchase the services from the partnership to expand the outreach of the grant and funding. Information on the RSA's can be located on the OPI Web page at:
http://www.opi.mt.gov/TitleIIPartA/TitleIIPartAStateL.html.

Click on the link below to see the eligibility spreadsheet and to determine your region.
http://www.opi.mt.gov/pdf/EdTech/09_10NewSlate_EligSpreadsheet.pdf
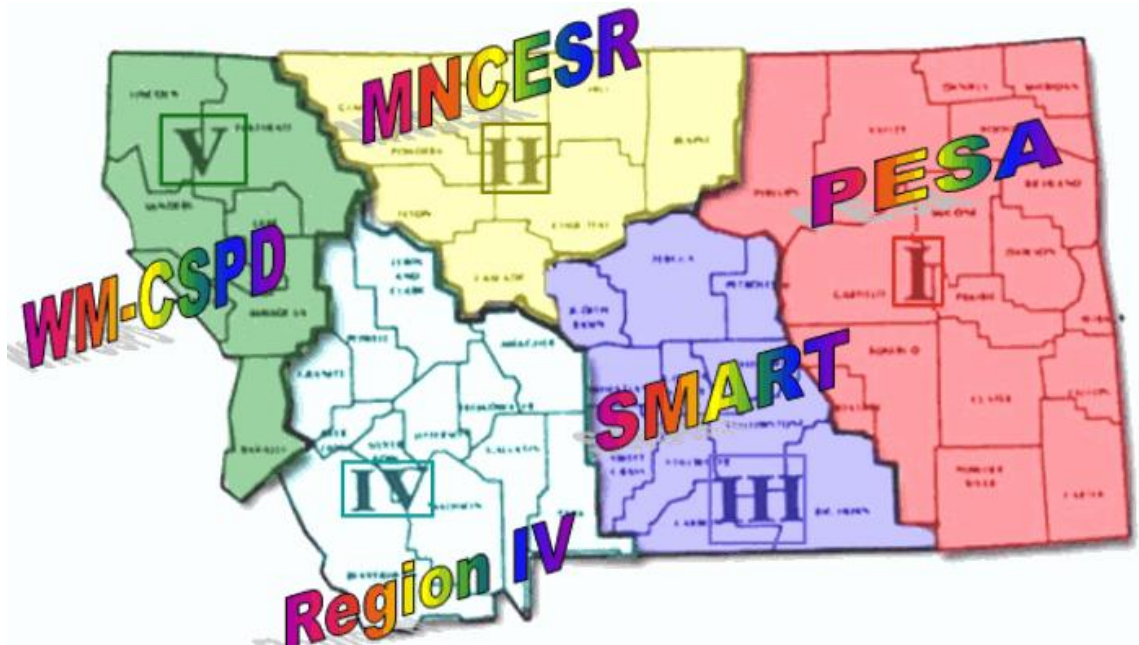
Lead Technologists - Each RSA will employ, at a minimum, one lead technologist (1.0 FTE) responsible for the implementation of the professional development model as outlined in their proposal. The Technologist will conduct professional development workshops for participating districts and work from school to school to assist districts with the integration of technology into

teaching and learning when not conducting training, assessment activities or instructional coaching, etc. Lead technologists will be trained in a statewide NEW SLATE CADRE 2.0. The NEW SLATE CADRE 2.0 will be directed by the Organization for Educational Technology and Curriculum (OETC - **www.oetc.org**), a not-for profit organization specializing in the integration of current and emerging technologies into the teaching and learning environments. The technologists will then replicate the CADRE experience in the NEW SLATE districts in their RSA coverage. NEW SLATE CADRE 2.0 will, at a minimum focus on:

1) effective use of the identified Info Source learning modules (see item 2 below) and the resulting data,
2) current, new and emerging technologies to assist teachers and students to effectively employ the skills covered in the Info Source modules,
3) Montana Content Standards for Technology and Information Literacy/Library Media,
4) International Society for Technology in Education (ISTE) NETs standards, and
5) professional development skills to increase the effectiveness of the technologists involved in the CADRE at the RSA level and district level staff that are trained to replicate the professional development at the regional level CADRE.

Proposals may include more than 1.0 FTE for the technologist position as needed. Proposals requesting more than 1.0 FTE must document the need/rationale for the additional staffing. Consultants utilized by the proposed project would not count as staff and thus are not included in the FTE count.

Computer-Based Learning Modules and Skill Assessment - Info Source Learning will be employed to ensure that all teachers in the participating school districts have the opportunity to build the same set of skills. The Info Source learning management system maintains all data generated in the system including student and teacher literacy assessment scores as well as scores on individual lessons attempted in the system, teacher licensure folio numbers, and the unique student identifier numbers will be used to track all data. With the assistance of a regionally based grant technologist, teachers will be guided through the lessons included in the Info Source learning libraries. As teachers utilize the computer based learning modules, the technologist will work with the teachers in the participating LEA's to expand upon the skills gained by employing various digital tools and technologies to ensure that the teachers are able to comfortably use the skills in their classrooms to improve the teaching and learning environment and positively impact student learning. Students may also access the lessons included in the libraries if desired.

NOTE: Individual grant proposals may choose to add additional Info Source Libraries and/or other resources for their participants. For the additional resources, the proposal must include a short rational for the resources and reflect the cost of the resources on the proposed budget.

Info Source Libraries
Year One – Building Skills

ISTE NETS Standards Library - 18 hours of training possible – 800 test questions in the testing bank, correlated to the Montana Content Standards and six areas of the ISTE NETS – lessons are 5-15 minutes in length.

Integrating Technology in the Classroom Library – 30 + hours of training possible – 21 courses containing 126 lessons.

Year Two –Content Area Integration Focus

Integrating Technology in the Classroom Library – contains content specific instruction on integrating technology into the classroom teaching and learning environment.

Other Info Source Libraries available to participants in year 1 and year 2
Digital Literacy Library (Mac and PC versions)
Microsoft Office Library (all versions of Microsoft Office)
Integration Technology with Web 2.0 Library – Wiki's, Blogs, Whiteboards and Pod Casts.

Technology Purchases – A minimum list of technologies is required for inclusion in the grant proposals. Participating districts are encouraged to apply their formula level ESEA Title II, Part D or other funds including the ESEA Title VI program options toward the purchase of technology to support the implementation of the grant in their districts. To document existing technology and the need for new purchases, include an inventory from each district participating in the proposal in the appendices and summarize the technology purchases needed in the proposal.   See item #5 on page 16 for further details on the minimum technology purchases.

Internal and External Evaluations - Data generated from a variety of sources including, the SimpleAssessment, TAGLIT, Info Source Library lesson assessments, and OPTIC teacher observation evaluation instrument will be used to evaluate the efficacy of the project.
1) Quarterly reports will be required for the grant as required under section 1512 of the ARRA posted at www.recovery.gov.
2) Quarterly reports on the implementation of the grant activities will also be required.
3) All professional development performed at the regional level will be evaluated using the model assessments developed by OPI.

Technology Plans and Children's Internet Protection Act - Technology plans are required at the individual LEA level under the current legislation for the ESEA Title II, Part D program and will be utilized for these grants. As such, technology plans are required to be current and include all required elements. The required elements can be found on the OPI Web site at www.opi.mt.gov/EdTEch/Index.html under the "Technology Planning" tab. This page has the program specific language as well as the Montana Integrated Technology Framework which incorporates the requirements of both the ESEA Title II, Part D program and the E-Rate program. LEA's are encouraged to use the integrated framework.
1) During year one of the grant operations, with the assistance of the regional technologist, participating districts, will revise their technology plans through June 30, 2010.
2) At the beginning of year two of the grant operation (July 1, 2010), a peer review process will be undertaken whereby district plans are peer reviewed by educators from other districts participating in the NEW SLATE grants statewide. If weaknesses are noted, they must be addressed by the LEA immediately upon receiving the review comments. The peer review process is expected to be completed by November 30, 2010.

Children's Internet Protection Act (CIPA)

Districts must certify compliance via one of the following three avenues:

1) District receives E-Rate funding and/or ESEA Title II, Part D funding and has certified CIPA compliance to those programs, **OR**

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2) District does not participate in the E-Rate program or the ESEA Title II, Part D program, however, hereby certifies that it is CIPA compliant, **OR**

3) District does not participate in the E-Rate program and/or the ESEA Title II, Part D program and the CIPA requirements do not apply because no funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

NOTE:

Districts have certified CIPA compliance through signing the Common Assurances for Federal Programs in the Consolidated Application for Federal Funds in summer/fall 2009 and will renew that certification when completing the application for 2010-2011.

Statewide Access to Resources - Materials produced by grant participants, including lesson plans, tool kits and other resources, will be made available to teachers statewide via OPI Web pages.

Eligible Applicant Districts

The NCLB legislation specifies that only LEA's eligible for the ESEA Title II, Part D program with the highest number or percentages of children from families with incomes below the poverty line **and** are identified for improvement or corrective action under the ESEA Title I regulations **OR** have a substantial need for technology and have not "redirected the use of the ESEA Title II, Part D funds" under the authority of ESEA Title VI –Rural Education Achievement Program are eligible to apply. Potentially eligible districts that have "Reap Flexed or Transferred" their Ed Tech funds under the authority of ESEA Title VI, may apply for the competitive funds under this program by changing the status of those funds in the Consolidated Application for Federal Funds as long as the funds have not been moved to the ESEA Title I program area (the Schoolwide program is acceptable).   For questions about these provisions, contact Michael Hall at (406) 444-4422.

Districts may apply/participate in only one proposal. Consult the district eligibility spreadsheet for district specific information located at http:// www.opi.mt.gov /EdTech/Index.html under the ESEA Title II, part D - Enhancing Education through Technology (ED Tech) Competitive Grant Information.

Eligible applicant districts are identified by a "YES" in column 9 of the district eligibility spreadsheet.

NOTE: Many other districts will qualify as "Eligible Applicant Districts" that are not currently indicated as such on the eligibility spreadsheet. Potentially eligible districts are listed in column nine of the eligibility spreadsheet as "undetermined". In order to make a final eligibility determination, districts with high poverty may be able to demonstrate their technology need through the use of data from the Simple Assessment (taken by the instructional staff) available from the Info Source Company. Instructional staff scores in districts demonstrating technology need have cumulative scores of less than ninety percent on the assessment.

Equitable Participation of Private School Students and Personnel

The equitable participation requirements in the ESEA Title IX, Part E, Subpart 1 apply to these grants.

LEA's and eligible local entities must engage in timely and meaningful consultation with appropriate private school (including home schools) officials during the design and development of programs and continue the consultation throughout the implementation of these programs. This consultation must take place before the LEA makes any decision that affects the opportunities of eligible private school students, teachers, and other educational personnel to participate in the program. Therefore, consultation must begin during the development of the local Phase II grant proposals.

LEA's and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. The services and programs provided by the LEA do not have to be identical to those offered to public school students and teachers.

Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, relative to the expenditures for participating public school children.

At all times the LEA remains in control of the funds, maintains title to all equipment and materials purchased with such funds, and makes the final decisions.

Follow local district policies for consultation with private schools in their districts.

Note: Attach documentation of the non-public school consultation to the proposal upon submission. If the private schools have already said "No" to participation in the Title II, Part D funding for the school year, they do not need to be contacted again; contact only those who indicated that they were interested.

See Appendix A for a list of non-public schools that have indicated an interest in participating in ESEA Title II, part D programs. If any of them are in your participating district(s), follow the ESEA Title IX requirements.

<u>**Topics for inclusion in the consultation may include**</u>:

Section 9501(c) (1) of the ESEA requires that LEA's or eligible local entities consult with appropriate private school officials on such issues as:
- how the children's needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve those services;
- the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
- how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

Partnerships

Regional School Districts (required)

Each application submitted by a prime applicant (lead eligible applicant district) must, at a minimum, include five partners. The partnership must include the prime applicant, at least four other eligible applicant districts (other than an elementary or high school district associated with the prime applicant district), mentor(s) and at least one Regional Education Service Agency (RSA) provider. The purpose of the partnerships is to assist the high poverty/high need districts to improve teacher and student technology literacy and effectively integrate technology to improve student academic achievement. Participating districts should represent a regional coverage (not just a section of the region if possible).

Awarded grant projects are encouraged to offer services to other districts in the region that do not meet the "high need" criteria and are not eligible for services through grant funds. Interested districts are encouraged to use their Ed Tech formula funds and/or local funds to purchase the service from the partnership network.

In partnership with the prime applicant district, responsibility for administering the grant will be carried out by the participating RSA. Please note, more than one grant can be submitted from a region as long as the RSA from the corresponding region is involved.

Higher Education Schools of Education (recommended/optional)

Establishing a relationship between pre-service and in-service teacher education programs will provide a valuable link between K-12 schools and higher education faculty as each unit strives to meet teacher preparation standards and student content standards. Interactions between the teacher education program faculty member(s) and the leaders of the regional grant and the teacher participants may take many forms. In the grant proposal, detail the interactions and the intended benefits and outcomes for the partners.

Regional Service Agencies (required)

Montana Regional Services Agencies (RSA) are developing through funding and guidance from the OPI to improve student achievement in Montana schools by providing state support and funding for high-quality professional development. Contact the providers in your area by utilizing the information listed below (see map below to determine the regional service agency in your area). Information on the RSA's can be located on the OPI Web page at http://www.opi.mt.gov/TitleIIPartA/TitleIIPartAStateL.html

   Region I: PESA   Karen Picart by telephone at (406) 377-6489

   Region II: MNCER   Gaye Genereux by telephone at (406) 378-3136
                                 Montana North Central Educational Service Region (MNCESR)
                                 Shelby http://mncesr.org/

Region III: SMART Peggy Azure by telephone at (406) 896-5937
Southern Montana Alliance for Resources and Training
(SMART) – Billings http://www.msubillings.edu/smart/

Region IV: TBD Pam Birkeland by telephone at (406) 324-2028

Region V: WM-CSPD Nancy Marks by telephone at (406) 728-2400 ext. 1088
Western Montana CSPD (WM-CSPD) – Missoula
http://www.cspd.net/
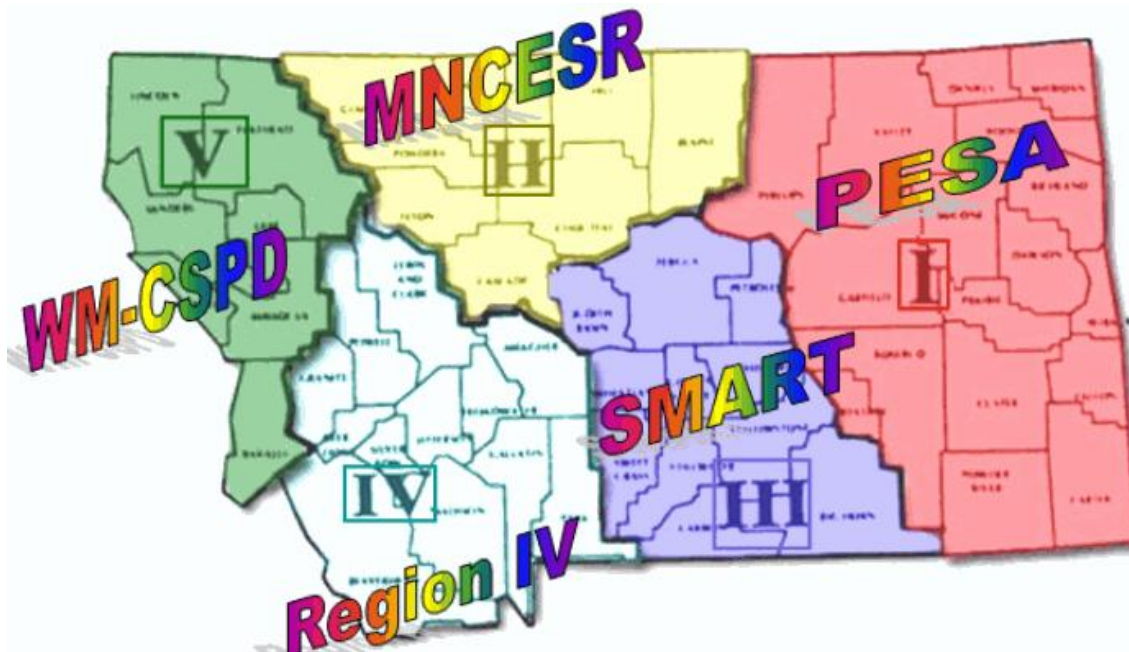
Proposal Development and Implementation

In an effort to expedite the implementation of the NEW SLATE Technology grants, the application process will be separated into two competitive phases. Phase I will focus on capacity building, and will provide viable grantees with "startup funds" to secure necessary personnel and to begin collecting applicant eligibility data, and design their grant specific implementation plan as required for Phase II of the grant submission process.   Phase II will include the implementation of a professional development model, as delineated by the RFP, to participating districts within the regional service area. The following criteria outline the steps necessary to complete Phase I and II of the application process.

Request for Proposal Phase I – Capacity Development

1) In conjunction with a qualifying high-need host LEA (as defined in the eligibility spreadsheet plus high tech need documentation), an RSA may apply to the OPI for a Capacity Development grant.
2) Capacity development grants can cover four months and are to be used:

a. To assist the host LEA in identifying other LEA's that will participate in the NEW SLATE consortium,
　　　b. To acquire the services of a **full-time (see FAQ's below)** technologist to assist with grant implementation, and
　　　c. To complete the Phase II - Implementation grant application.
　3) Phase I application for funds will consist of the following:
　　　a) A letter (accepted by the OPI as completed) signed by the Superintendent and or the Authorized Representative from the host district indicating their willingness and desire to participate in, and act as a host for, the NEW SLATE grant for their region.
　　　b) A letter signed (accepted by the OPI as completed) by the director of the RSA detailing their:
　　　　i. Partnership with the host LEA,
　　　　ii. Action plan to recruit other districts in the region to participate in the consortium grant (including Title I districts identified as in need of improvement and/or corrective action).
　　　　iii. Action plan to hire a technologist to implement the grant activities, and
　　　　iv. Budget required for the capacity building time period.
　　　c) Participation of all district instructional staff from the lead district in the SimpleAssessment pre-test.
　　　　i. Districts must qualify as high need by scoring less than 90 percent proficiency on the SimpleAssessment pre-test.

Request for Proposal Phase II – Implementation

Pending confirmation of Phase I funding, applicants may apply for Phase II funding of the NEW SLATE project. Applications must address the following items, keeping in mind the goals and objectives (stated earlier), in order to be considered for funding.

　1) Develop the grant proposal partnerships with at least four other potentially eligible districts from within the region (see eligibility spreadsheet).
　　　a. Interested Potential Partner districts can be qualified for grant participation via the Simple Assessment pre-test. In order to qualify as high need, the overall district score must be less than 90 percent proficiency on the SimpleAssessment.
　　　b. Once qualified and participation commitment is confirmed, a letter signed by the Superintendent and or the Authorized Representative from the participating district indicating their willingness and desire to participate in, the NEW SLATE grant for their region (submitted with proposal along with qualifying SimpleAssessment data for the districts – see sample letter enclosed).
　　　c. Establish a governance board to advise and oversee the implementation of professional development model for member districts.
　　　　i. At least one representative from each partner district (a joint district K-8 and 9-12 both in the grant would only require 1 person).
　　　　ii. The governance board must meet quarterly to review the grant implementation including the professional development, budget, and other issues as needed.

2) Implementation of a professional development CADRE within the designated region.

    a. Regional technologist will participate in a leadership CADRE 2.0. In this CADRRE, the leaders will learn to use the Info Source Libraries, assessments and data management system. Further, they will receive professional development on adult learning theory/effective presentation skills, instructional coaching and implementation of current and emerging technologies into curriculum and instruction.

    b. Regional CADRE dissemination will take place in each participating region. (Develop local budget for implementation of the Regional CADRE).

        i. Design a professional development model to meet the over-arching goals of the NEW SLATE project implementing the CADRE locally.

            1. Provide participants with continued and on-going training and support for the implementation of best-practice technology integration into classroom instruction. Consider stipends for participants working beyond the contracted period (summer, weekends, nights, etc.)

            2. Work plan for supporting participating districts in the implementation of the skills and technologies at the classroom level.

            3. Timeline to address the ongoing training and support offered to participating districts

            4. Support mechanisms in place to address the need for the "help on demand" side of technology integration.

Professional development provided through Ed Tech funds is required to be ongoing, sustained, intensive, job embedded and high quality. The NEW SLATE grants establish a priority for professional development. Professional development expenses that constitute at least 50 percent of the awarded grant funds will receive professional development bonus points in the competition.

3) Project Evaluation: data collection and reporting.

    a. Work with internal and external evaluators in order to assess the effectiveness of the professional development model being implemented at a regional and local level. Assist with the collection and reporting of evaluation data from the professional development events, instructional coaching and observations within the scope of the project.

        i. Evaluation instrumentation will, at a minimum, include:

            1. SimpleAssessment and Info Source Teacher Technology Skill Assessment taken by all instructional staff (pre and post).

            2. Taking A Good Look At Instructional Technology (TAGLIT)

            3. Observation Protocol for Technology Integration into the Classroom (OPTIC). The OPTIC will be used in a combination of arrangements: peer to peer, technologist to participant and internal/external evaluator to participant.

            4. Professional Development assessments as defined by the OPI.

            5. Other assessments as determined locally or by the evaluators.

   ii. Use of the OPTIC and additional evaluation tools, such as peer to peer evaluation tools, videotaped lesson review, etc.

4) Leadership meetings (budget for these meetings):
 a. Regional Service Agency along with leader(s) from the participant districts must maintain ongoing communication. At a minimum, quarterly meetings (technology mediated/face-to-face) must be held. See item 1) c. above for details on the governance board.
 b. CADRE 2.0 will meet to receive professional development, debrief implementation/dissemination and share resources.
 c. Grant evaluators and OPI staff will meet with the CADRE 2.0 at their meetings as needed.
 d. Annual meeting for the RSA leadership, Regional Technologists, Host District leadership, internal and external evaluators with the OPI.

5) Technology Resource List – at a minimum, each participating district will have available the following resources (may be purchased with grant funds as long as the professional development minimum is maintained). Equipment purchased is the property of the host district for the duration of the active grant award period, at the end of the grant the equipment is intended to become the property of the district where the technology was placed during the active period of the grant. Grant proposals are encouraged to look at the OPI web site for information on discount purchases for Montana Schools located at www.opi.mt.gov/discounts/Index.html and at organizations such as the Organization for Educational Technology and Curriculum at www.oetc.org.

 At a minimum, for every three teachers there must be:
 1 digital camera
 1 laptop computer with robust software
 1 video camera
 1 projector
 1 document camera
 1 interactive whiteboard - (Smart Board, InterWrite, Promethean Board, etc.)
 1 classroom level Student Response System

6) Technology plan revision/peer review process - budget for the implementation of this requirement for the participating districts in this region.
 a. Technology plan reading and scoring will be done by teams of peers from partner school districts participating in the NEW SLATE grants during year one of the grant operation. The Montana Integrated Technology Plan Framework will serve as the basis for the plan revisions. The framework self assessment and assessment rubric will be utilized in the revision and review process. These documents can be located on the OPI Web site at http://www.opi.mt.gov/EdTech/Index.html under the technology planning tab. District technology plans will be revised through August 2010 and the peer review process will be completed by November 30, 2011.
 b. Each grant proposal will develop and implement their process for achieving the technology plan development and peer review.

Technology Showcases – Regional and Statewide

Grant projects are encouraged to implement a regional showcase in Spring 2011 to provide opportunities for teachers in the region to benefit from the experiences of the grant participants. Further, these opportunities will develop presentation skills and confidence in the presenters and encourage them to further share their technology and integration skills.

Awarded grant projects are required to participate in an annual technology conference, scheduled each summer, in order to showcase innovative technology use happening within their region. Each grantee will be responsible for scheduling at least three different presentations at the annual conference. Lead technologists will work with conference organizers to arrange presentation day and times. Grantees must figure in costs for travel to and from the conference (tentatively scheduled for Great Falls).

Budget and Fixed Costs

Funding available for grants in each region is $609,781 for the two school years of grant operation SY's 2009-11. Proposals will apply for funding to implement the required and desired activities in their region. Included in that budget must be the fixed costs associated with the implementation of the core model in the region applying. The spreadsheet below represents the fixed costs associated with the grants. Each RFP will be responsible for addressing the following items within each budget year.

MT OPI - NEW SLATE Technology Grants		
Fixed Costs (Estimates)	Two Year Total/Site	Yearly Total/Site
External Evaluation	$ 42,685	$ 21,342
Internal Evaluation	$ 13,000	$ 6,500
Simple Assessment	$ 17,643	$ 8,822
OETC - Leadership 2.0	$ 13,040	$ 6,520
Total of Fixed Costs	$ 86,368	$ 43,184

Note: An indirect rate may only be assessed by the prime applicant (host) district. Districts must have applied for, and received the indirect rate in order to build it into their budgets. Indirect rates must be applied for each year. Thus, for the purposes of this application, the indirect rate must be the approved rate for the 2008-2009 school year. For information on indirect rates, contact Paul Taylor at the OPI (406) 444-1257.

Five-Year Comprehensive Education Plan

The Montana Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single Five-Year Comprehensive Education Plan (5YCEP) to ensure continuous education improvement for all students and all schools. The ultimate goal is for a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.

Districts are currently in the revision process for the 5YCEP and must have it on file with the OPI by December 31, 2009. During this time, it may be difficult to collect information from the participating districts that describe the connections between the 5YCEPs at the host and participating district levels and how the technology plan interrelates to support the achievement of the locally developed goals. To the extent possible, demonstrate in a table listing the district name, the Technology Plan goals and the connections to the 5YCEP goals for the participating districts. When the technology plan revision process is completed, awarded projects will include the 5YCEP information into the local plans.

Grant Review Process

The application review process for the grant narrative will consist of (1) a review by a panel of educators experienced in reading similar grant proposals who will score the applications; (2) peer review among grant applicants, and (3) a review by an OPI team that will make necessary policy decisions regarding the awards.

The technology plan review process will be done by teams of peers from partner school districts participating in the NEW SLATE grants as previously described.

Minimum Grant Score
Grants recommended for funding must score 70 percent or greater in the competition. Grants accepted for funding may require program and budget revisions before final approval and funding is released.

Ed Tech Formula Grants
As required by the enabling NCLB statute, high poverty districts (Census data) that are awarded a formula grant allocation less than the average of the allocations received by high poverty districts in the state must be given a priority in the competition. Identified districts will receive one bonus point in the competition (see attached Eligibility Spreadsheet for district specific information). The bonus points of all districts involved in a proposal will be added to the final proposal review score.

Related Pertinent Information (Frequently Asked Questions)

How much funding is available for the grants?
Congress has approved an estimated $3,209,375 for Montana for the two year implementation of these grants.

How many grants can be funded?
It is anticipated that five partnership grants will be funded (one per region). It is anticipated that the grants will be approximately $305,000 per year. Final budgeted items and amounts will be negotiated with recipients.

Can the applications be submitted electronically?
No. Original signatures are required on the application (host district and each participating district) and electronic messaging may fail; thus, no electronic submissions can be accepted (e.g., NO facsimiles, e-mails, disks or flash drives).

Are there a minimum or maximum number of districts that need to be involved?
Yes, at a minimum one lead district and four other participating districts must be included in the proposal. There is no maximum number of districts specified; however, the number of partner districts must be kept in balance with the funds available to achieve the grant outcomes.

Does the lead technologist position have to be filled by one person?
No, the position can be shared by no more than two individuals if the proposal makes it clear why two technologists are being employed. Keep in mind, the lead technologist will serve all of the partners within their region. Site visits, virtual help sessions, evaluation, and other tasks will take up a considerable amount of time, thus requiring a 1.0 FTE. Proposals may include more than 1.0 FTE for the technologist position as needed. Proposals requesting more than 1.0 FTE must document the need/rationale for the additional staffing. Consultants utilized by the proposed project would not count as staff and thus are not included in the FTE count.

Who owns equipment that has been purchased with grant funds?
The host district is the owner of the items as the fiscal agent for the consortium and as the sub grantee. The United States Department of Education's Education Department General Administrative Regulations (EDGAR) 80.33 states that, "Title to supplies acquired under a grant or sub grant will vest, upon acquisition, in the grantee or sub grantee respectively."

If an item is no longer needed and the fair market value is less than $5,000, the item can be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

The practice with these grants has been for the prime applicant district to retain ownership of the items as the fiscal agent for the consortium during the active grant award period. At the completion of the grant award period, the equipment has become the property of the member district to which that equipment has been assigned.

NEW SLATE Technology Grant – Logic Map
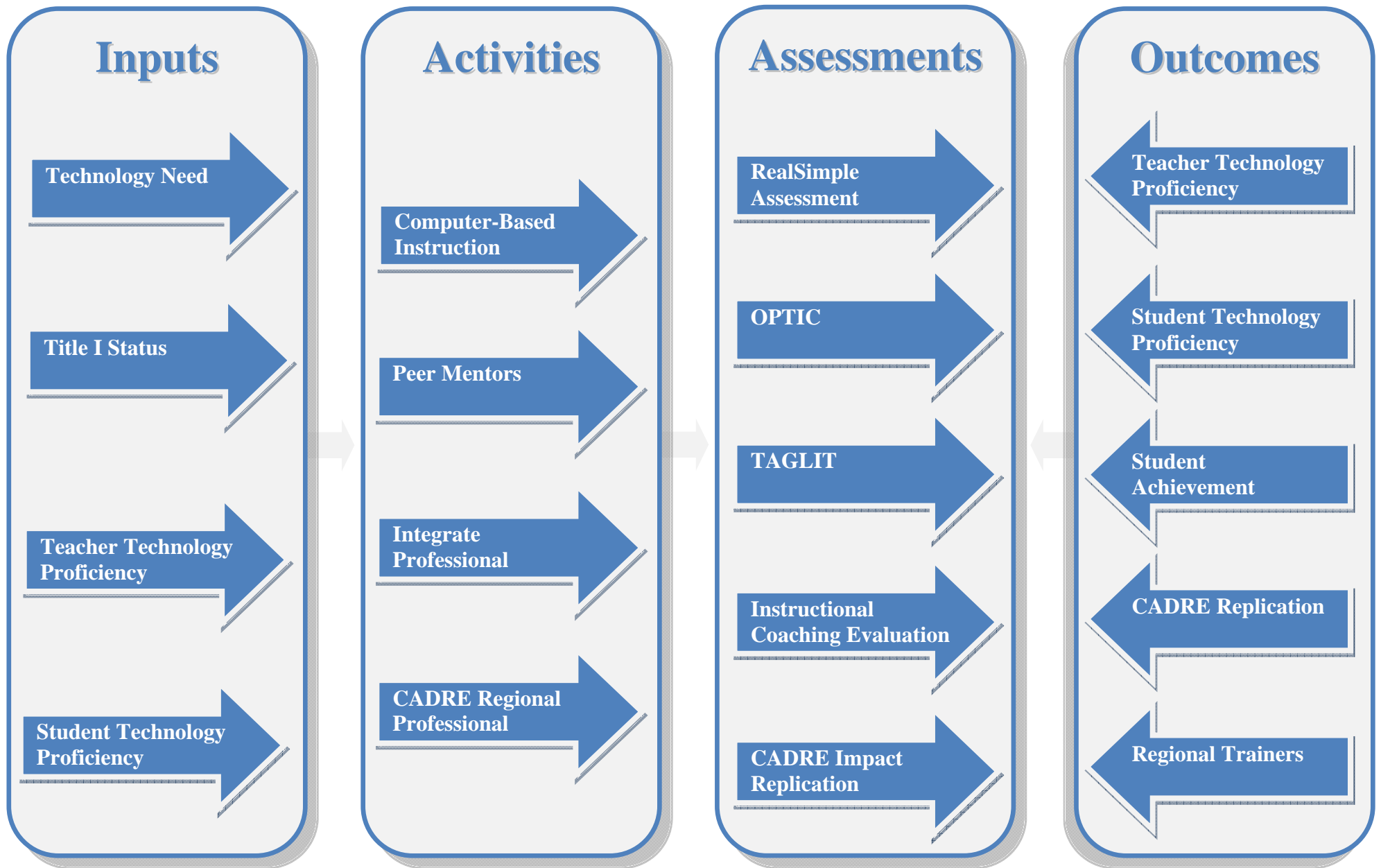
Inputs

- Technology Need
- Title I Status
- Teacher Technology Proficiency
- Student Technology Proficiency

Activities

- Computer-Based Instruction
- Peer Mentors
- Integrate Professional
- CADRE Regional Professional

Assessments

- RealSimple Assessment
- OPTIC
- TAGLIT
- Instructional Coaching Evaluation
- CADRE Impact Replication

Outcomes

- Teacher Technology Proficiency
- Student Technology Proficiency
- Student Achievement
- CADRE Replication
- Regional Trainers

Phase II
NEW SLATE Technology Grants
Enhancing Education Through Technology
ESEA Title II, Part D
Competitive Fund Application Signature Page 2009-2011
Funded through the American Recovery and Reinvestment Act of 2009 (ARRA)

Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

OPI USE
District Name_____
County Name_____ LE_____
Page Length_____Postmark_____
Format Requirements_____

Due Date
Postmarked No Later Than: December 29, 2009
Send by certified mail.   Return an original of the application plus four (4) copies of the application to:
     Michael Hall, Specialist
     Office of Public Instruction
     PO Box 202501
     Helena, MT 59620-2501

Original signatures are required on the application and electronic messaging may fail, thus,
<u>No</u> electronic submissions will be accepted (e.g. NO facsimiles, e-mails, or disks).

Program Goal
The primary goal of the Ed Tech program is to **improve student academic achievement** through the use of the technology in elementary and secondary schools. It is also designed to assist every student-regardless of race, ethnicity, income, geographical location, or disability-in becoming **technologically literate by the end of eighth grade**, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to **promote research-based instructional methods** that can be widely replicated. Source: Guidance on the Enhancing Education Through Technology (Ed Tec) Program, U.S. Department of Education, March 11, 2002.

Signature Information
The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2008-2010 school years, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of projects under this title.

	OPI USE
Prime Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
	OPI USE
Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
	OPI USE
Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
	OPI USE
Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
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Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
	OPI USE
Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified
	OPI USE
Partner Applicant District _____ Signature of Authorized Representative_____	☐ Eligibility Verified

Copy this page as needed for additional signatures-One page per district is acceptable.

For each section below include a descriptive narrative that addresses the details of the grant component previously detailed in this Request for Proposal document.

Project Abstract: Summarize the grant proposal (Not Scored)

In one page or less, articulate a summary of the work that will occur within your region as your partnership implements the New SLATE Technology Grant.

Regional Professional Development CADRE Narrative: (15 points possible)

Describe the regional plan to implement the given and locally determined activities that will meet the objectives of the NEW SLATE Technology Grant.

- *Explain the regionally adapted professional development model that will be implemented throughout the grant period and how this model will meet the needs of all students within the classrooms of each participating school*
- *Identify the individuals that will take part in the Leadership meetings (Cadre 2.0) and the regional plan for them to disseminate the information to achieve the grant objectives. How will the Info Source Library materials and CADRE 2.0 activities be implemented?*
- *How will the grant provide participants with continued and ongoing support for the implementation of best-practice technology integration into classroom instruction?*
- *How will the grant support for addressing the need for on-demand assistance?*

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Partnerships – (15 points possible)

List the regional partnerships and explain how they will work together to achieve the grant objectives. Refer to details previously given as you write your narrative.

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Key Personnel: (6 points possible)

List the key personnel and their responsibilities within the project.

- *include vitae or resume as attachments*

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Project Evaluation – (9 points possible)

Describe how your team will work together with the internal and external evaluators to support the collection of relevant data in order to measure growth within your grant activities.
Describe any assessment/evaluation tools that will be implemented in the grant (beyond those specified in the grant RFP).

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Technology Requirements – (6 points possible)

Describe the technology that will be provided to the participating school districts. At a minimum, the proposal must provide the essential technologies included in this Request for Proposal, however, individual projects may expand beyond those essentials and provide more or different technologies. Any technology provided must be supported within the grant professional development and be documented as a step toward meeting the proposal objectives.

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Technology Plan Revisions (6 points possible)

Describe the process you will follow in order to assist participating districts with the revision of technology plans in order to meet the August 2010 deadline for completion and the November 30, 2011 deadline for peer review.

- *Support for local districts*
- *Peer reviewers from participating districts*

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Logic Model and Timeline (6 points possible)

Create a Logic model (personalize the logic model included to represent the grant implementation) and timeline for the implementation of NEW SLATE objectives for the duration of the project

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Budget: Submit budgets for year 1 and year 2 for Phase II work
(9 points possible with optional 15 points bonus for >50% Professional Development focus)

- *To receive the bonus points, a minimum of 50 percent of the total grant funds must be allocated toward professional development,*
- *Seven percent of the total budget request must be set aside for evaluation by an outside evaluator to be named by the state (see fixed costs table above),*
- *Internal evaluation costs must be included (see fixed costs table below),*
- *An indirect cost rate may only be taken by the prime applicant (host) district,*
- *No funds received through this grant program may supplant local funds.*
- *Develop a working list of technology acquisitions (hardware, software and on-line resources), along with anticipated costs (in the budget), that will be provided or that are being/required of your participants in order to support the work being done within your region. Include technology Inventories from participating districts.*

Note: Districts awarded ESEA Title II, Part D formula grant funds through the consolidated application for federal funds have signed a statement of assurances certifying that funds received under this part will supplement, not supplant, state and local funds.

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Alignment to Five Year Comprehensive Education Plan (6 points possible)

Describe the alignment of the 5YCEP plans for all partner districts to the district technology plans

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Non-Public School Participation Consultation (6 points possible)

Include documentation on the process for non-public school participation consultation and the individual results for the participating districts.

After detailing the required information in the narrative for this section, write a concluding paragraph, noting the grant objective(s) addressed.

Project Objectives (15 points possible)

Describe how your proposal will meet the project objectives.
- *Provide clear and concise details on how your project will help participants meet project objectives*
  - *Teacher and student technology skills will increase,*
  - *Teacher skills with technology integration will increase, student technology use will increase,*
  - *Technology use/integration will move from low-level, teacher driven technology use to a level of use that transforms the teaching and learning environment.*
  - *Data use to inform instruction for both teachers and students will increase*

What are the format requirements of the NEW SLATE Technology Grant?
- use half inch or larger margins,
- use Times New Roman, 12-point type,
- be double spaced, and
- include no more than 30 lines of type per page.
- Maximum of 20 pages for the narrative responses (does not include appendices)

Applications that do not meet format requirements will not be read nor rated.

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OPI USE: LE:_____ CO:_____ District Name_____Review Code: _____

Minimum Checklist		Criteria Not Met	Criteria Met
All districts meet high-need status as indicated by OPI spreadsheet (Phase I and II)			
All districts have engaged all staff in SimpleAssessment (Phase I and II)			
All districts have signed off on Application Signature page of application (Phase II) and potential host district has submitted a letter of support (Phase I)			
Applications meet formatting requirements (Phase II)			

ITEM	0	1	2	3
Proposal Abstract	Not Scored	Not Scored	Not Scored	Not Scored
Regional Professional Development CADRE 15 points possible (3 X a weight of 5)	Professional development strategies do not support the implementation of the regional CADRE and project objectives.	Professional development CADRE implementation strategies are identified; however, they are not fully developed.	Professional development CADRE implementation strategies are identified and are inclusive of the necessary components for implementation.	Professional development CADRE implementation strategies are clearly identified, are inclusive of necessary components for implementation and specifically detail implementation steps.
Partnerships 15 points possible (3 X a weight of 5)	Proposal does not have partnerships beyond the lead LEA.	Proposal includes partnerships beyond the lead LEA, however, the minimum number (5) of districts has not been reached	Proposal includes a minimum of one lead LEA and four other districts; however, the partnership does not represent a cross-section of the region.	Proposal includes a minimum of one lead LEA and 5 other high need districts that represent a cross-section of the region.
Key Personnel (Technologist, RSA staff, district staff, etal.) 6 points possible (3 X a weight of 2)	Key personnel are not identified.	Key personnel are identified; however the proposal is not clear on how each member will serve to meet the objectives of NEW SLATE grants.	Key personnel are identified and roles within the grant are assigned in order to meet the objectives of NEW SLATE grants. Lead technologist qualifications indicate capacity and willingness to assist the proposal in achieving the proposed objectives.	Key personnel and individual roles are identified specifically detailing the impact on the effective implementation of the objectives of NEW SLATE grants. Lead technologist qualifications indicate strong capacity and willingness to assist the proposal in achieving the proposed objectives

Evaluation 9 points possible (3 X a weight of 3)	Proposal does not include how evaluators will be supported.	Support for evaluators is addressed; however, it is not clear how grantees will work collaboratively.	Support for evaluators is addressed and a plan for how the grantees will support the effort to collect relevant data is outlined.	Support for evaluators is addressed and a detailed plan for how the grantees will support the effort to collect relevant data is outlined.
Technology Requirements 6 points possible (3 X a weight of 2)	Proposal does not include information on the minimum technology requirements.	The minimum technology provision is addressed; however, it is not clear how the technology supports meeting the proposal objectives.	The minimum technology provision requirement is met and additional technology requests are supported by a rationale demonstrating the impact on meeting the proposal objectives.	The minimum technology provision requirement is met and additional technology requests are supported by a clearly detailed rationale demonstrating the positive impact the technology will have on meeting the proposal objectives.
Technology Plan Revisions 6 points possible (3 X a weight of 2)	No reference is made to technology plan review process.	Technology plan review process is referenced but no clear plan exists for conducting the revision and peer review.	Technology plan review process is included and a plan for the revision and peer review process is outlined. Review process details how the district(s) demonstrate that they meet the CIPA requirements.	The technology plan review process is included with detailed strategies and activities and timeline for implementation is included. Review process details how the district(s) demonstrate that they meet the CIPA requirements.
Logic Model for Implementation and Timeline 6 points possible (3 X a weight of 2)	Logic Model and timeline are not included.	Logic Model and timeline are vague and do not clearly outline the project activities and outcomes.	Logic model and timeline detail the project activities and outcomes.	Logic model and timeline clearly and specifically detail the significant project activities and outcomes.
Budget 9 points possible (3 X a weight of 3, optional 15 point bonus for > 50% professional development)	Budget is not included	Budget is included but does not support the objectives of the NEW SLATE grants.	Budgets for each year of the grant operation with fixed costs incorporated are included and expenses support the objectives of the NEW SLATE grants.	Detailed budgets for each year of the grant operation with fixed costs incorporated are included along with descriptive summary of expenses and how they will be used to support the objectives of the NEW SLATE grants. A minimum of fifty percent of the grant funds are allocated to professional development. (15 Bonus Points)

Alignment: **Five-Year Comprehensive Education Plan, ESEA Title II, Part D formula funds and Technology Plans** 6 points possible (3x a weight of 2)	Proposal does not include information on how the Five-Year Comprehensive Education Plans, ESEA Title II, Part D formula funds, and district technology plans support, or are supported by, the project.	Proposal makes references to the Five-Year Comprehensive Education Plans, ESEA Title II, Part D formula funds and/or district technology plans support, but does not address how the project aligns with, and supports them.	Five-Year Comprehensive Education Plans, ESEA Title II, Part D formula funds and technology plans are referenced with details on how the project aligns with, and supports them.	Five-Year Comprehensive Education Plans, ESEA Title II, Part D formula funds plans are referenced with specific details illustrating the supporting relationship developed through the implementation of the proposal.
Non-Public School Participation Consultation Documentation 6 points possible (3x a weight of 2)	Proposal does not include information on the non-public school participation consultation documentation.	Proposal includes general information on the non-public school participation consultation.	Proposal includes information on the non-public school participation consultation for each of the participating districts or documents that no non-public schools will be participating.	Proposal includes detailed information on the non-public school participation consultation for each of the participating districts or documents that no non-public schools will be participating.
Project Objectives Teacher and student technology skills will increase, Teacher skills with technology integration will increase, student technology use will increase, Technology use/integration will move from low-level, teacher driven technology use to a level of use that transforms the teaching and learning environment. Data use to inform instruction for both teachers and students will increase 15 points possible (3 X a weight of 5)	Proposal is not clear on how the project will meet the project objectives.	Proposal includes general information that does not provide clear details on how the project will meet the project objectives.	Proposal includes information that provides clear details on how the project will meet the project objectives.	Proposal includes detailed information that provides clear and concise details on how the project will meet the project objectives.
Professional Development Bonus 15 bonus points possible				

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APPENDIX A

NON PUBLIC SCHOOLS PARTICIPATION

School Year ID	Co	County Name	Le	LE Name	SC	School ID	School
2009-10	24	Lake	474	Arlee Elem	6764	10758	Nkwusm Salish Language School
2009-10	24	Lake	475	Arlee H S	7001	12236	Nkwusm Salish Lang Home H S
2009-10	34	Park	1215	Arrowhead	9874	2419	Thomas More School
2009-10	44	Rosebud	800	Ashland Elem	9353	2349	St Labre School
2009-10	56	Yellowstone	965	Billings Elem	6314	12858	Benton G Home School
2009-10	56	Yellowstone	965	Billings Elem	6639	6702	Billings Educational Academy
2009-10	56	Yellowstone	965	Billings Elem	9209	2357	St Francis Primary K-2
2009-10	56	Yellowstone	965	Billings Elem	9363	2358	St Francis Upper 6-8
2009-10	56	Yellowstone	965	Billings Elem	9365	2359	St Francis Intermediate
2009-10	56	Yellowstone	966	Billings H S	9028	2324	Billings Central Catholic H S
2009-10	16	Gallatin	350	Bozeman Elem	6616	3981	Learning Circle Montessori EL
2009-10	16	Gallatin	350	Bozeman Elem	6633	5534	Great Beginnings School
2009-10	16	Gallatin	350	Bozeman Elem	9419	2372	Heritage Christian School
2009-10	47	Silver Bow	1212	Butte H S	9319	2326	Butte Central High School
2009-10	41	Ravalli	731	Corvallis K-12 Schools	6605	11907	Shupert Home School
2009-10	41	Ravalli	731	Corvallis K-12 Schools	7111	10991	Fawns Home School
2009-10	53	Valley	928	Frazer H S	9320	2464	Lustre Christian H S
2009-10	7	Cascade	98	Great Falls Elem	6787	13271	O'Donnell Home School
2009-10	7	Cascade	98	Great Falls Elem	7908	2774	Foothills Community Christian
2009-10	7	Cascade	98	Great Falls Elem	9325	2336	Our Lady of Lourdes School
2009-10	7	Cascade	98	Great Falls Elem	9423	2376	Treasure State Academy
2009-10	7	Cascade	99	Great Falls H S	6162	4919	Foothills Community Christ. HS
2009-10	7	Cascade	99	Great Falls H S	9976	2799	Great Falls Central Catholic High School
2009-10	2	Big Horn	23	Hardin Elem	9410	2332	Pretty Eagle Catholic School
2009-10	21	Hill	427	Havre Elem	9247	2344	St Jude Thaddeus School
2009-10	21	Hill	427	Havre Elem	9835	2396	Havre Christian School
2009-10	21	Hill	428	Havre H S	8727	3442	Beaver Lodge Home School
2009-10	3	Blaine	1213	Hays-Lodge Pole K-12 Schools	9323	3984	St Paul Mission School
2009-10	25	Lewis & Clark	487	Helena Elem	6517	13072	Nelson G Home School
2009-10	25	Lewis & Clark	487	Helena Elem	7073	8398	Keller Home School
2009-10	15	Flathead	310	Kalispell Elem	6518	6641	Kalispell Montessori

School Year ID	Co	County Name	Le	LE Name	SC	School ID	School
2009-10	15	Flathead	310	Kalispell Elem	6574	7976	Stillwater Christian Elem
2009-10	15	Flathead	310	Kalispell Elem	9005	2330	Trinity Lutheran School
2009-10	15	Flathead	310	Kalispell Elem	9367	2340	St Matthew School
2009-10	44	Rosebud	1230	Lame Deer H S	9059	2465	St Labre Indian High School
2009-10	27	Lincoln	522	Libby K-12 Schools	9954	2453	Kootenai Valley Christian
2009-10	34	Park	612	Livingston Elem	9249	2347	St Mary's School
2009-10	15	Flathead	341	Marion Elem	7396	13595	Waller Home School
2009-10	9	Custer	172	Miles City Elem	6584	13125	Erickson Home School
2009-10	9	Custer	172	Miles City Elem	9331	2337	Sacred Heart Elem
2009-10	32	Missoula	583	Missoula Elem	9453	2379	St Joseph School
2009-10	32	Missoula	584	Missoula H S	9040	3973	Loyola-Sacred Heart HS
2009-10	24	Lake	478	Polson H S	7129	13463	Golden Home H School
2009-10	24	Lake	1199	Ronan Elementary	9951	2451	Two Eagle River School
2009-10	24	Lake	1200	Ronan H S	9405	2328	Two Eagle River High School

APPENDIX B

TECHNOLOGY ASSESSMENT AND EVALUATION

Technology Assessment and Evaluation Resources

Education Northwest
101 SW Main Street, Suite 500
Portland, Oregon 97204-3213

This is an annotated listing of mostly free online resources. Fee-based sites are identified.

1. *Scoring Guides & Rubrics* – A site providing both conceptual and applied information on how to develop rubrics to score student work. http://www.ncrtec.org/tl/sgsp/index.html

2. *Rubistar* – Very handy online tool (template) to make rubrics from scratch or revise existing rubrics. http://rubistar.4teachers.org/index.shtml

3. *Indicators of Engaged Learning* – A unique online tool to assess teacher use of   instructional strategies that support student engagement. http://www.ncrtec.org/capacity/profile/profwww.htm

4. *Collaborative Evaluation* – A guide to inquiry-based local evaluation for educators. http://www.neirtec.org/evaluation/

5. *enGauge SIP* – Comprehensive process to gauge district capacity to move toward school improvement using technology. http://www.ncrel.org/engauge/assess/assess.htm

6. *6+1 Writing Traits* – Well-known analytical scoring guide to assess writing skills. http://www.thetraits.org/index.php

7. *enGauge Review* – A thoughtful, comparative review of several popular assessment instruments. http://www.ncrel.org/engauge/intro/compare/compare.htm

8. *Kellogg Foundation* – Resources, even a course, in using logic models to support effective evaluation. http://www.wkkf.org/default.aspx?tabid=101&CID=281&CatID=281&ItemID=2813718&NID=20&LanguageID=0

9. *ProfilerPro* – Frequently used online tool (template) to assess staff and student technology literacy, but is customizeable, allowing up to 40 items to be created and results charted. http://www.profilerpro.com/

10. *CARET* – The Center for Applied Research in Educational Technology (CARET) at the International Society for Technology in Education (ISTE) provides summaries and analyses of over 800 articles and research reports on uses of educational technology and their impact on learning. http://caret.iste.org/

11. *What Works Clearinghouse* -- A source for technology interventions that work to improve student academic achievement, based on NCLB scientifically-based research principles. http://ies.ed.gov/ncee/wwc/

12. *Classroom Performance System (CPS)* – Wireless system that provides fast feedback on class and individual student understanding of content. Currently only allows short answer responses. www.einstruction.com

13. *Zoomerang* – Online tool to build surveys. www.zoomerang.com *Survey Monkey* is a similar tool.

14. *Technology in Education Resource Center* -- A compendium (lots) of resources compiled from 10 years of work by the network of 10 federally-funded regional technology in education centers across the country. www.rtec.org

APPENDIX C

PROFESSIONAL DEVELOPMENT EVALUATION

Professional Development Evaluation

Adapted from Guskey, Thomas R. *Evaluating Professional Development*
Thousand Oaks, CA: Corwin Press, Inc, 2000

EVALUATION LEVEL	QUESTIONS TO BE ANSWERED	MEASURE	WHAT IS MEASURED?	HOW WILL INFORMATION BE USED?
1 PARTICIPANTS' REACTIONS	• Did they like it? • Was their time well-spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature?	• Questionnaires or surveys administered at the end of the session	• Initial satisfaction with the experience	• To improve professional development program design and delivery
2 PARTICIPANTS' LEARNING	• Did participants acquire the intended knowledge and skills?	• Paper-and-pencil instruments • Simulations • Demonstrations. • Participant reflections (oral and/or written). • Participant portfolios	• New knowledge and skills of participants	• To improve instructional practice • *To demonstrate the impact of professional development*
3 ORGANIZATIONAL SUPPORT AND CHANGE	• Were sufficient resources made available? • Were problems addressed quickly and efficiently? • Was implementation advocated, facilitated, and supported? • Were successes recognized and shared? • Was the support public and overt? • What was the impact on the organization? • Did it affect organizational climate and procedures?	• Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • District and school records • Participant portfolios	• The organization's advocacy, support, accommodation facilitation, and recognition	• **To document and improve organizational support** • To inform future change efforts
4 PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS	• Did participants effectively apply the new knowledge and skills?	• Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audiotapes	• Degree and quality of implementation.	• To document and improve the implementation of program content • *To demonstrate the impact of professional development*
5 STUDENT LEARNING OUTCOMES	• What was the impact on the students? • Did it affect student performance or achievement? • Did it influence student's physical or emotional well-being? • Are students more confident as learners? • Is Student Attendance improving? • Are dropouts decreasing?	• Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	• Student learning outcomes • Cognitive (performance and achievement) • Affective (attitudes and dispositions) • Psychomotor (skills and behaviors)	• To focus and improve all aspects of program design, implementation, and follow-up • *To demonstrate the overall impact of professional development*